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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 1 – MY FRIENDS**

**Ethics Lesson (page 20)**

1. **Objectives**

By the end of this lesson, students will be able to use polite greetings.

**Language knowledge and skills**

**Vocabulary:** hi, good, great.

**Sentence patterns:** How are you?/ I’m good, and you?

 It’s nice to meet you./ It’s nice to meet you, too.

 Thank you./ You’re welcome.

**Skills:** Listening, Reading, Writing, and Speaking

* 1. **Competences**

**Self-control and independent learning:** identify and use polite greetings.

**Communication and collaboration:** work in pairs or groups to use polite greetings.

**Critical thinking and creativity:** learn how to use polite greetings.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To help students review about using the polite greetings.
4. **Content:** Reviewing the polite greetings.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can use the polite greetings smoothly.
* Task completed: Students can use the polite greetings.
* Task uncompleted: Students are unable to use the polite greetings.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Review the polite greetings.*** Divide the class into two teams.
* Use the body language to express the greetings: *hi, good, great*.
* Have Team A ask a question, and have Team B answer.
* Swap roles and continue this activity.
* Correct the students’ mistakes if necessary.
* Lead in the new lesson.
 | * Work with their teammates to complete the task.
* Look at the teacher using the body language about the greetings.
* Ask the other team a question about the polite greetings.
 |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and use the correct greetings/ sentences for the pictures.
3. **Contents:** Listening, reading, writing, and speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can recognize and use the correct greetings/ sentences for the pictures correctly.
* Task completed: Students can recognize and use the correct greetings/ sentences for the pictures.
* Task uncompleted: Students are unable to recognize and use the correct greetings/ sentences for the pictures.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **C. Look, read, and number.** * Use DCR on Eduhome to show the students the story and the text.
* Ask the students what they can see and where the boys are.
* Have them read the text individually.
* Read the text as a whole class.
* Help them correct their pronunciation.
* Demonstrate the activity using the example.
* Have them look, read, and number.
* Check answers as a whole class.
 | * Listen and follow their teacher’s instructions.
* Answer their teacher’s questions.
* Read the text individually.
* Read the text as a whole class.
* Look, read, and number.
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| **D. 1. Look and listen.** (CD1 Track 32)* Have the students look at the script and pictures and ask these questions.

*Who are talking? (two girls)**Are they old friends or new friends? (new friends)** Play the audio and have them look and listen.
 | * Look at the script and pictures and ask their teacher’s questions.
* Look and listen.
 |
| **2. Look and write.** (CD1 Track 33)* Have the students look at the sentences.
* Play the audio (using DCR) and demonstrate the activity using the example.
* Play the audio and have them listen and write.
* Play the audio again and check answers as a whole class.
 | * Look at the sentences.
* Follow their teacher’s instructions.
* Listen and write.
* Listen and check answers as a whole class.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language to talk about the polite greetings and complete the blanks.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use the polite greetings and complete the blanks quickly.
* Task completed: Students can use the polite greetings and complete the blanks.
* Task uncompleted: Students fail to use the polite greetings and complete the blanks.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **3. Practice with your friends.** * Divide the class into two pairs.
* Have the students practice saying the sentences.
* Have some pairs demonstrate the activity in front of the class.
 | * Work with their partner to complete the task.
* Practice saying the sentences.
* Demonstrate the activity in front of the class.
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1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items and sentence patterns.
3. **Content:** Asking and answering or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can ask and answer their friends’ questions about the polite greetings quickly and correctly.
* Task completed: Students can ask and answer their friends’ questions about the polite greetings.
* Task uncompleted: Students cannot identify the flashcards or ask and answer their friends’ questions about the polite greetings.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.*** Have the students work with their partner.
* Ask them to choose one of the stories from *Part 2 – Listen and write.* as a sample.
* Give the students enough time to make their stories using their own ideas.
* Walk around the class and support them if necessary.
* Invite some pairs to present their stories in front of the class.
* Help the students with feedback and correct them if any.
 | * Work with their friend to complete the task.
* Choose one of the stories from *Part 2 – Listen and write.* as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
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| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 1 – Ethics Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.
 | * Follow their teacher’s instructions.
* Play the game with the whole class.
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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items about the polite greetings.
3. **Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Have the students play the game “Whispers”.
* Divide the class into two teams.
* Ask the students to form two lines.
* Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud.
* The first student to say the correct word wins a point for their team.
* The team having more correct answers will win the game.
 | * Play the game “Whispers” with their teammates.
* Follow their teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
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| **Homework Assignment** * Require students to do exercises on page 15 in the Workbook.
* Ask them to prepare Parts E-G, Ethics Lesson on page 21 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
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1. **Reflection**
2. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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1. What I should improve for this lesson next time:

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